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ABSTRACT

This report focuses on teacher characteristics that enable teachers to work effectively with students with behavior disorders. A study was conducted that asked 60 British teachers, all of whom had some designated responsibilities for students with behavior problems, to identify a set of personal and professional characteristics which were most likely to equip teachers to work successfully with students with emotional and behavior disorders. In addition, the teachers were asked to rank their selection according to importance or significance. Findings indicate teachers found it very difficult to separate the professional characteristics of doing their job from those of a more personal nature. Communication skills, besides being the most frequently mentioned professional characteristic, were also prioritized as the most important. Skills with individual students were prioritized first by 14 percent of the teachers, while classroom management was identified by 11 percent. The use of humor was identified as the most important personal attribute, both in terms of frequency and its position as the top-priority characteristic. Patience also out-scored the most frequently mentioned professional characteristics and was ranked top by 24 percent of the teachers, while calmness and empathy also scored highly. (Contains 26 references.) (CR)

WE MAY GIVE ADVICE BUT WE CAN NEVER PROMPT
BEHAVIOR: LESSONS FROM BRITAIN IN TEACHING
STUDENTS WHOSE BEHAVIOR CAUSES CONCERN

By

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"We May Give Advice But We Can Never Prompt Behavior": Lessons from Britain in Teaching Students Whose Behavior Causes Concern

Christopher R.L. Blake and Philip Garner

Abstract

Considerable attention has been given to a perceived growing threat from 'students with problems' in the United Kingdom. Similarly, massive media coverage in the United States of the tragic violence at Columbine High and other schools has raised public anxieties about youth culture in schools. Much of the Transatlantic focus has been on male adolescents, whose behavior in schools is regarded as inappropriate and/or dangerous. For some this will result in statutory ascertainment as a 'special educational need' under existing legislation. This concern is matched in the UK by a highly publicized series of attacks on teachers, and the education service in general, on account of their apparent failure to meet the needs of this group of young people. This paper focuses on the British context, though its implications and lessons for the United States are clear. Firstly the paper defines the nature of the problem in conceptual terms. It then uses an example of a school-university partnership arrangement in London in which teachers working in two poor urban locations attempt to uncover a locally-applicable set of skills and attributes which might be formulated as a professional taxonomy for working with 'students with problems'. The suggestion from these teachers is that, as with Rochefoucauld's maxim that "We may give advice but we can never prompt behavior", it is the personal characteristics of teachers and the affective curricular skills which are more important in reaching this group. Such a viewpoint has significant implications for professional development both in the UK and US, as it suggests that teachers who work with 'students with problems' are more likely to be born than made. The implications for school culture are fundamental. The nature of individualized teacher-student interaction is critical to the kinds of sub-cultural themes in school, and yet is highly remote from overt institutional intervention and structures. School culture resides in the ephemeral and open-ended interactions of everyday life as much as in formal systems of operation. School culture might thus look toward teacher qualities, and how a school can facilitate these, as toward the policies and structures that are in place.

Introduction and Context

'...teachers are made vulnerable to the effects of emotional disturbance in the child. The danger is then that in rejecting the behavior, that the child is rejected. The teacher needs to make contact with the child in order to be able to teach the child at all, and he or she may be quite unprepared for the depths of hatred and rage in the child that can surge up' (Inner London Education Authority, 1985).

Increasing scrutiny has been placed on the effectiveness of teachers in managing children's behavior. The current accountability and inspection frameworks of Britain's Department of Education's Office of Standards in Education (OFSTED), together with a general air of concern about deteriorating standards of student behavior, has ensured that this focus will remain for the foreseeable future. A signal of the concern felt by central government (the focus of power in British education) was the publication of the 'Students with Problems' Circulars - policy guidelines that list competence statements -, five of which referred explicitly to the management of unacceptable behavior (DfE, 1994a;

1994b; 1994c; 1994d; 1994e). Subsequent to this the term 'students with problems' became widely accepted as descriptive of a broad range of children whose behavior was regarded as unacceptable.

The attention given to the demands placed on schools (and their teachers) by this group of students leads us to ask important questions about the nature of teachers' interactions with them. Are there particular qualities and aptitudes which they need to possess in order to make meaningful contact with these child? If so, are such personal and professional attributes markedly different from the sets of competencies identified by the Special Educational Needs Training Consortium (SENTC) (1996)? Both questions are fundamental to enhancing of the quality of teaching and learning with this group of children. If there are no discernible differences - and some would argue that successful work with students with problems is mainly to do with a teacher's classroom management skills - then there seems to be little point in maintaining separate provision for such students. It has been widely acknowledged for a considerable number of years, for example, that those teachers who are effective with so-called ordinary children tend also to be effective with students who display more problematic behavior (Kounin, 1966). What is the point then, one might well ask, of a specialist resource whose staff cannot acknowledge a set of discrete skills for intervention? The question begs whether generic teacher characteristics and competencies might not be more pertinent for success with such students.

Some idea of the rather vague understanding of what these particularized skills are can be gauged from government Circular 9/94's less than helpful generalization that "Teachers who have come from ordinary schools to special schools will need further specialist training to help them develop the particular skills which will enable them to help children with emotional and behavioral difficulties" (DfE, 1994b. p. 26). Quite apart from its tone of benevolent patronage, clearly rooted in Fulcher's (1990) discourse of charity, this statement provides the substantial part of the section in the Circular dealing with Staffing and in-service Training. What we need to know, so that professional development pathways can be effectively plotted, is what is it that distinguishes the specialist teacher of students with problems from those whose professional orientation lies elsewhere. The complexities inherent in working with students with problems, including the 'borrowing' of the identification and assessment taxonomies and intervention-styles of other disciplines, has ensured that the task of arriving at a set of professional characteristics (in terms of knowledge, skills and understanding) which proscribe the role is virtually impossible. Peagam (1995) acknowledges this, stating that "...the absence of a nationally validated, inter professionally recognized qualification for teaching in this field can leave teachers feeling at the mercy of the "expertise" that resides in other professions" (p. 14). Significantly, Peagam goes on to state that this contrasts markedly with those qualifications for teachers working with children with visual or hearing difficulties, which are based upon "a body of theory and knowledge" which "establishes that theory and knowledge as the recognized basis for expertise".

One of the crucial issues arising from this is the level of expertise required of those working with students with problems. Promoted posts in special education within mainstream British schools are frequently advertised as requiring an additional qualification in special education; most usually this condition is satisfied by a diploma or masters degree with a general SEN credential. Additional qualification is often sought in such areas of special education as autism, multi-sensory impairment and language and communication difficulties. As Cooper, Smith and Upton (1990) have indicated, however, only 30% of the teachers they surveyed in 133 schools and units held additional credentials relating to working with children with Emotional and Behavioral Difficulties (EBD). Clearly, therefore, the development of a theoretical framework to underpin practice is sorely needed. Together with knowledge of a range of intervention techniques this ought to be something which comprises the basis for a taxonomy of professional attributes for teachers working in the field.

A recent attempt to provide such a framework, albeit in outline form, was contained in the report of SENTC (1996). This provided a series of appendices which outlined sets of 'competencies' for different groups of teachers, according to the SEN area they were connected with (see Figure 1). We do not at this stage wish to rework the factional debate that mention of the term 'competency' brings with it; this has been undertaken elsewhere in respect of teacher education and special education (Davies & Garner, 1997). But there are some issues which do merit attention in specific relation to teachers working with students with problems. The SENTC competencies were intended to focus on EBD, rather than on students with problems generally. On closer examination the list of competencies presents a major problem in that it does not set out a definable and distinct set of professional attributes. It is clear that each of the 12 items in the list are general descriptions only; it is fair to assume that this marked a first, tentative attempt to particularize what is the professional essence of working with EBD students. In order for them to be identifiers of a specialist professional work force they need to be presented as a more finite and measurable set of characteristics. Some of the competencies are nothing short of what would be expected of a reasonably competent teacher working in a general mainstream classroom: the first 'competency' in the list is a case in point: is it too much to expect any teacher to have a "Knowledge and understanding of the factors within and outside schools that may influence the social, emotional, cognitive and behavioral development of students"? But, as we shall subsequently see, even those teachers most integrally involved with students with problems find it difficult to identify the technical dimensions of their activity. It is noteworthy, surveying what is now a vast literature on students with problems and its associated topics - including discipline, classroom management, students at-risk EBD - that most commentators place as much emphasis upon the personal, as opposed to the professional, characteristics of teachers. Robertson (1989) provides an exemplar. Leaving aside the outmoded nature of much of the content (such as that section dealing with the function of "forceful, dominant behavior" within a teaching and learning context), Robertson's 12 items for "successful teaching" are as much about personal demeanor, interactional style and personality as they are about specific teaching skills. The former are far more open to subjective opinion and, as will be discussed later in this paper, this may provide a very real opportunity to involve

students with problems themselves in the process of identifying the kinds of qualities which characterize an effective teacher.

One of the dangers of such subjectivity, however, is that it can give rise to some sweeping assumptions about what it takes to be 'successful' with students with problems. Robertson (*op. cit.*) betrays evidence of this tendency when he states that "The opportunity to watch experienced teachers is one which many students take advantage of ... Observing how successful teachers cope in their first meetings with difficult classes can be very helpful" (p. 148). Here there is an assumption that the crucial affective qualities relating to personal approaches to children are automatically obtained by experience. Some of the most deviance-provocative teachers are those mature teachers whose cynicism of, and detachment from, the real experiences of young people ensure their continued incapacity to offer anything worthwhile to students with problems. It is doubtful that they would number amongst the mythical 15,000 "unsatisfactory teachers" claimed by Woodhead, head of OFSTED, to be housed within the profession. Hargreaves (1975) also evidences this interdependency of personal and professional attributes, identifying those characteristics which make for deviance-provocative and deviance-insulative teachers. The latter, according to Hargreaves, are those who have high expectations of all students, who assumed that students wished to cooperate and learn, and who signaled by their actions both inside and outside the classroom that they liked and respected students, irrespective of their reputation or previous performances. These themes were subsequently pursued by the nationally commissioned Elton Report, "Discipline in Schools" (1989).

The literature on school-effect and school effectiveness has had a dual impact on the potential creation of a composite and measurable set of teacher-attributes for working with students with problems. The work of Reynolds (1976), Rufter *et. al* (1979), Mortimore *et al.* and Reid *et. al* (1986) has emphasized that schools, and the teachers within them, have a significant effect on the behavior of children. Much of practical merit has come from such studies. On the debit side, however, the same studies have highlighted the centrality of teachers themselves as causal factors in the problematic behavior of some children. This was officially confirmed by the government's Inspectorate of education, HMI (1987). The dilemma, therefore, in mapping a set of professional attributes in this field is that some teachers are part of the problem; in a profession which has become (in some ways justifiably) sensitive to criticism, such internal soul-searching runs contrary to the solidarity which is so frequently required. What is more, even the official statement by HMI on "good behavior and discipline" placed a heavy emphasis on subjective personal characteristics (such as "warmth" and "sensitivity") rather than a clearly itemized set of strategies and ways of working (HMI, *ibid*).

Give us a clue: Teachers' views on personal and professional characteristics

Sixty teachers, all of whom had some designated responsibility for 'students with problems', were randomly identified from state elementary, secondary and special schools in three London boroughs and three county Local Education Authorities. The selection procedure used a sampling frame on all database of all schools within the six administrative areas. Two teachers from each school were invited to respond, subsequent to permissions being granted by the headteachers concerned.

Each teacher was asked to complete an open-ended task, which required her to identify a set of personal and professional characteristics which, in her opinion, were most likely to equip teachers to work successfully with EBD students. The teachers were additionally asked to rank their selection according to importance or significance (1 = most important, 2 = next most important, etc.). Subsequently 3 teachers were randomly selected from each phase to be interviewed using a semi-structured schedule developed in part from the data obtained from the whole cohort. The interview was designed to elicit teacher-views about the data itself: how did they feel, for example, that their professional activity appeared to be underpinned by personal (affective), rather than professional (technical) skills? The purpose of the whole exercise was to try to identify a set of clear, unambiguous and non-subjective teacher skills.

Details of the age, gender, training and current teaching post of the sample are provided in Figure 2. The data provides some basic structural information about the skewed profile of the of those working in the sector. A high percentage are women (70%), and over 75% have over 10 years of teaching experience. Only 2 of these teachers (3%) had attended award-bearing long-courses leading to an additional qualification relating to EBD; just

over 16% of respondents had obtained an SEN qualification after their initial training. Almost half of the teachers (45%) had not attended an EBD-related professional development (short)course provided by a Local Education Authority or other provider. Each of these issues, whilst not directly relevant to the formulation of a set of professional attributes, is worth further comment. The gender imbalance suggests either (a) that women may be more suited to this kind of teaching or (b) that it replicates the position in the rest of special education. Whilst some of the personal characteristics identified by the teachers in the sample are those which have been attributed to women - and perhaps enable them to function more effectively - there is little doubt that the traditional view of special education as a 'caring' profession still remains and that many male teachers do not regard this as 'real teaching'. The over-representation of older teachers has implications for the future. The negative publicity given to 'students with problems' (and, by association, to teachers who work with them), together with the nakedness of SEN input in initial teacher education courses (Garner, 1996), suggests that a crisis in the supply of experienced teachers may be awaiting the EBD sector. The low percentage of teachers who have amplified their practice by attending additional courses of training since qualification may in itself signal a perception that working with EBD children requires no additional technical skills.

The professional and personal attributes which this set of teachers felt were the most important are itemized in Figure 3. What is clear from these prioritized lists is that the teachers found it very difficult to separate the professional (i.e. technical) characteristics of doing their job from those of a more personal (i.e. affective) nature. The list of professional attributes provided by these teachers is remarkable in that it remains at the level of generality in most instances. Communication skills, besides being the most frequently mentioned characteristic was also prioritized as the most important (23% of teachers). Skills with individual students was prioritized first by 14% of the teachers, whilst classroom management was identified by 11 %. Each of these named characteristics are highly unspecified as to the particularized knowledge, skills and techniques that they encompass. Few of the teachers provided detailed responses. The term 'communication skills' has been adopted as a blanket term to cover such response-items as 'communication with other professionals', 'listening skills' and 'non-verbal communication'. Similarly, 'individual skills' was used to accommodate a spectrum of responses which included 'prioritizing behavior', 'writing IEPs' and 'use of rewards and sanctions'. And 'classroom management' incorporated such things as 'organizational skills' and 'keeping the children on task'.

Moreover, each of the three most frequently mentioned attributes replicate much of the tone, if not the substance, of the statutory guidelines currently in place for the training of teachers (DFEE, 1997). Circular 10/97 includes an emphasis on each of these in its Requirements for Courses of Initial Teacher Training, noting that, for the award of Qualified Teacher Status (QTS), students must be able to demonstrate "clear instruction and demonstration ... effective questioning ... listening carefully to students" (i.e. communication skills), "effective teaching...of individuals ... matching the approaches used to ... the students being taught" (i.e. skills with individual students) and to "establish

and maintain a purposeful working atmosphere ... (and) ... set high expectations for students' behavior" (i.e. classroom management). The same attributes are also fundamental to the prevailing school accountability and inspection framework for elementary schools, whilst there is little relating to the expectations of special schools in demonstrating the specificity of a teacher's duties, as has been pointed out earlier in this paper.

The teachers participating in this study appeared more at home when providing their views on what constituted personal attributes - it is noteworthy that this part of the exercise elicited 242 responses against only 181 responses for the professional characteristics category. The use of humor was identified as the most important attribute, both in terms of frequency and its position as the top-priority characteristic: 32% of the teachers rating it first. 'Patience' also out-scored the most frequently mentioned professional characteristic, and was ranked top by 24% of the teachers, whilst 'calmness' (16%) and 'empathy' (11%) also scored highly as first choices. If the two sets of attributes are viewed as a composite it becomes clear that personal characteristics outscore professional attributes in terms of total numbers of mentions, whilst 'humor' and 'patience' are the two personal features which are rated as the number-one priority by these teachers. It is important not to under-estimate the importance of personal attributes of teachers - as so-called disruptive students pointedly illustrate (Garner, 1993). Nevertheless it is obvious to anyone involved in education that these are characteristics which are problematic in their subjectivity, their variation from one person to the next, and to their lack of measurability. At a time when teachers in England and Wales are officially evaluated (mainly) according to sets of quantifiable criteria, the absence of a clearly stated taxonomy of skills for teachers working with students with problems may be possibly limiting, even damaging, to the teachers involved.

Some indication of the concerns that teachers have about this situation is provided in the interviews which accompanied this study. When a small sample of the cohort were interviewed each of the teachers expressed some surprise, and concern, that there did not appear to be a set of identifiable, and measurable, professional skills which proscribed their role with students with problems. At the same time, however, each of the teachers involved vigorously defended the notions of inter-personal skills, relationship-building and empathy (to give some examples of personal characteristics) as being inherently 'professional'. Tom provided an initial response to the data-set by stating that "It makes me look like a child-minder, doesn't it?", later going on to confess that "I think we sometimes try to justify the work we do on other people's terms, not on our own". The latter remark is very telling, and indicates the dilemmas facing those with experience of students with problems: we know that the work is different, and that the children have highly individual, often personal, needs. And yet there is an abiding desire to have the respect of colleagues who operate with so-called 'ordinary' children (though we hesitate to use such a pejorative term). Harriet describes this situation as "...like having two masters or trying to win two races" and believes that "...the only way to gain respect is to build up a list of skills that we have and then describe them in real terms relating to the

classroom". Without this, according to June, "...we are in danger of being seen as the old-fashioned, do-gooding person who just loves kids to death".

This data provides us with some important clues surrounding (a) what it takes to be a teacher who works mainly with students with problems and (b) the implications for continuing professional development of the generalistic nature of these responses. The first issue relates to the nature of professionalism, with particular regard to the relationship between education and therapy. The second has implications for the maintenance of high-standard teaching and learning with what is a large number of the school-age population. In the case of teacher-professionalism it is possible to argue, as Halliday (1996) has done, that "Teachers are already members of such traditions through their professional knowledge as geographers, physicists and most especially teachers." (p. 5). He believes that "...there is no point in specifying something that cannot practically be checked", implying that teaching should remain at a level of 'professional artistry'. Unfortunately it is not possible to maintain any substantive position within the education service by adopting such a head-in-the-sand ideology. We can *privately* think that what we do within the affective domain is as important as that in the more substantive formal curriculum; but few would survive the sledgehammer scrutiny of OFSTED in Britain or the incessant media-driven inquiries and demands in the United States by adopting such an approach.

Moreover, the mapping of a set of technical components which underpin work with students with problems is central to the task of defining a framework for continuing *professional* development. Such professional development in special education is problematic in terms of its structure, content and the way it is currently funded. At the present time the British government's Teacher Training Agency (TTA) has controversially identified sets of providers of in-service training, based upon submissions from institutions of higher education (IHES) and others. An explicit criterion for successful bids was that proposals had to demonstrate the relevance to teachers of course content in terms of predetermined outcomes. These have to be described in terms that can be evaluated by measurement. It would seem unlikely that the TTA would countenance course proposals aimed to "...make teachers more humorous". This is not to trivialize the dilemma for providers (or the recipients of such courses), however. In the professional development market place, those responsible for students with problems have to seek funds for professional advancement in competition with other teachers. The years since 1988 have seen high proportions of in-service funds being directed to mainstream core National Curriculum subjects and their assessment, recording and reporting. Professional development who devise generic courses for teachers working with students with problems may need to adopt a pragmatic approach in respect of content should they wish to obtain suitable funding status.

At the same time, however, there are some blunt indications from the small-scale study supporting this paper that the teachers themselves recognize personal attributes more readily, and prioritize them highly as prerequisites for effective work with students with

problems. Rather than have a professional development agenda dictated from 'outside', therefore, it seems essential that provider and consumer establish an identifiable set of content characteristics for serving teachers. In this context, attention to balance between theory and practice will do much to ensure the 'professional' status of teachers who work with students with problems. A major future challenge facing teachers who work with children who fall into the broad categorization of 'Students with Problems' will be to define those characteristics of teachers which create the conditions for successful intervention: the findings of this study support the inference of Cole & Visser(1998) that these may be as much about intuition and creativity as about curriculum input and classroom management.

British special educators currently find themselves caught between a rock of societal expectation and institutional accountability and a hard place of school culture and disruptive youth. The same conditions are, in our view, re-emerging in the United States, and the attendant clamor by lobby groups, legislators and the media for intervention and action will only accelerate that tension. When we recognize that the clues to resolving that tension might lie as much in the humanity of ourselves, our classrooms and our relationships with 'students with problems' as in sets of technical competencies and organizational structures, then we may find ourselves beginning to move our schools toward a vision of humanistic and inclusive community.

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Figure 1: Competencies Required by teachers of Children with Emotional and Behavioral Difficulties*

Context

1. knowledge and understanding of the factors within and outside schools that may influence the social, emotional, cognitive and behavioral development of students;
2. knowledge and understanding of psychological and biological factors which influence the emotional and social development of the student;

Curriculum Access and delivery

3. knowledge, skills and understanding to recognize when a social, emotional, learning and/or behavioral difficulty may require intervention involving: the target student's peers, other staff within the school, the family or the involvement of others outside the immediate classroom context;
4. knowledge, skills and understanding to assess and intervene to meet a student's learning difficulty, taking into account the emotional and behavioral needs of the student;
5. knowledge, skills and understanding of a variety of assessment approaches to identify and analyze behavior e.g. systematic observation schedules...
6. knowledge, skills and understanding of a variety of intervention approaches and the ability to monitor and evaluate their effectiveness in relation to an individual student e.g. behavioral intervention strategies, approaches derived from systemic family therapy in relation to conflict and its management, the "person centered" approach of Carl Rogers
7. knowledge, skills and understanding of conflict management
8. knowledge, skills and understanding of therapeutic and cognitive strategies, where appropriate to help students to develop new ways of thinking and strategies that will enable them to behave differently and develop self-esteem;

Management

9. knowledge and understanding of the specific contribution that teachers can make to the multiprofessional approach;
10. a knowledge and understanding of the role of consultation procedures with students, parents and colleagues in and out of school in meeting student need;
11. the knowledge, skills and understanding to achieve multi-professional cooperation and collaboration in the identification, assessment and response to social, emotional and behavioral problems;
12. a knowledge and understanding of practical and theoretical sources relating to these issues (i.e. literature on classroom management, effective teaching and learning, the identification and management of social, emotional and behavioral and learning difficulties).

from SENTC (1 996) Professional Development to Meet Special Educational Needs..
Stafford: SENTC

FIGURE 2: Characteristics of Respondents (n = 60)

(NB. Total presented first, then Primary Secondary and Special School sub-total)

Gender

M 18 (2 9 7)

F 42 (18 11 13)

Age

21-30 15 (761)

31-40 21 (669)

41-50 16 (475)

51+ 6 (114)

Initial Qualifications

BEd 23 (14 4 5)

BAIBSC + QTS 3 (0 3 0)

1st Degree + PGCE 34 (10 16 8)

Post-Experience Qualifications

DPSE (EBD-specific) 1 (0 0 1)

DPSE(SEN) 4 (0 1 3)

MA/MEd (EBD-specific) 1 (0 0 1)

MA/MEd (SEN) 3 (1 1 1)

Other * 1 (0 0 1)

Diploma in Counseling

Attendance on LEA or other 'short' EBD-related course (last 4 yrs)

More than 5 9 (126)

3-4 11 (236)

1-2 13 (229)

Current Role

SENCO 12 (48 0)

Class/Subject teacher 34 (119 14)

Deputy Headteacher 6 (21 3)

Support Teacher 4 (12 1)

Part-Time Teacher 4 (21 1)

FIGURE 3: Personal and Professional Attributes of Teachers

Professional Characteristics (total mentions)

Communication Skills 37
Classroom Management Skills 29
Skills with individual students 29
Additional qualifications/experience 18
Reflection practice 15
Knowledge of causes 15
Knowledge of support systems 9
Needs of EBD students 6
Subject Knowledge 4
Miscellaneous 19

Total choices = 181

Personal Characteristics (total mentions)

Humor 46
Patience 39
Calmness 29
Empathy 27
Consistency 24
Sociability 18
Creative 13
Communication Skills 12
Fairness 9
Miscellaneous 17

Total choices = 242

Personal and Professional Characteristics Combined (total mentions)

Humor 46
Patience 39
Communication Skills 37
Classroom Management Skills 29
Skills with individual students 29
Calmness 29
Empathy 27
Consistency 24
Sociability 18
Additional qualifications/experience 18

Professional Characteristics(% top priority)

Communication Skills 23
Classroom Management Skills 14
Skills with individual students 11
Additional qualifications/experience 10
Reflection on practice 10

Knowledge of causes 9
Knowledge of support systems 6
Needs of EBD students 5
Subject Knowledge 3
Miscellaneous 9

Personal Characteristics (% top priority)

Humor 32
Patience 24
Calmness 16
Empathy 11
Consistency 7
Sociability 4
Creative 2
Communication Skills 2
Fairness 2
Miscellaneous 0

Personal and Professional Characteristics Combined (% top priority)

Humor 32
Patience 24
Communication Skills 23
Calmness 16
Classroom Management Skills 14
Empathy 11
Skills with individual students 11
Additional qualifications/experience 10
Reflection on practice 10
Knowledge of causes 9

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